

DOCUMENT RESUME

ED 253 449

SO 016 129

AUTHOR Ruthsdotter, Mary, Ed.
TITLE "Real Women" Essay Writing Competition Guide.
INSTITUTION National Women's History Week, March 3-9, 1985.
PUB DATE National Women's History Project, Santa Rosa, CA.
NOTE 85
60p.
AVAILABLE FROM National Women's History Project, P.O. Box 3716,
Santa Rosa, CA 95402 (\$6.00).
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Awards; Content Area Writing; Creative Writing;
Elementary Secondary Education; *Essays; *Females;
History Instruction; Program Content; Program
Descriptions; Recognition (Achievement); School
Community Programs; *Social Studies; Student
Projects; Womens Studies
IDENTIFIERS *Contests; *National Womens History Week Project;
Sample Materials

ABSTRACT

Step-by-step guidelines to help educators and community groups implement a National Women's History Week essay contest, in which elementary and secondary students write about women, are provided. Students are encouraged to write about a woman they personally know so that they can conduct an oral history interview. An alternate approach would be to have students focus on women from the past--women they have learned about through classroom lessons. The guidelines contain information about sponsorship and co-sponsorship by educators and business and community groups, costs, essay content, contest rules, the judging process, publicity, the awards event, and prizes. The appendices contain samples of helpful information used in an essay contest sponsored in Sonoma County, California. Included are a letter to school principals, a packet of materials for project contact persons, materials for potential judges, a packet for participating judges, a press release announcing competition, a letter notifying winners, a press release announcing winners, the printed program for the awards event, a certificate of participation, a letter thanking judging panelists, and logos for National Women's History Week. (RM)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED253449

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☐ This document has been reproduced as
received from the person or organization
originating it.

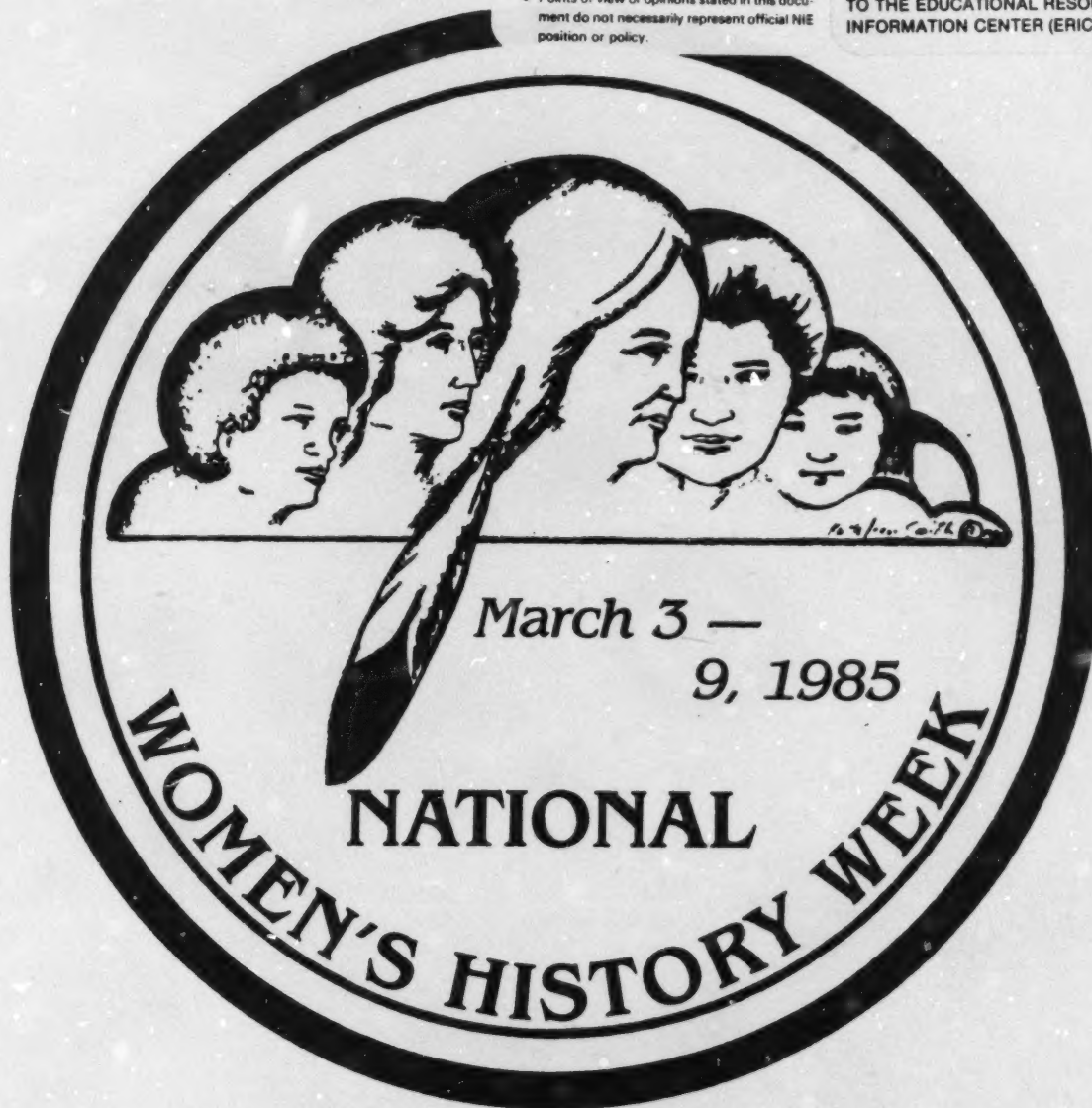
☒ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official NIE
position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL IN MICROFICHE ONLY
HAS BEEN GRANTED BY

Bette Morgan

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."



**"REAL WOMEN" ESSAY
WRITING COMPETITION GUIDE**

National Women's History Week Project

P.O. Box 3716
Santa Rosa, CA 95402

50 016 129

The Title IX Resource Center of the Sacramento City Unified School District originated and sponsored the first "Real Woman" Creative Writing Competition, in 1982. That very successful effort was coordinated by June Gable, with assistance from Shireen Miles, Dian Kiser, Gail Jones and Artha Osman. Their ideas, format and materials served as an organizing model for the Sonoma County Commission on the Status of Women. The Sonoma County CSW project was coordinated by Bonnie Eisenberg, CSW Projects Director, and by Louise Cooley, CSW Commissioner, District III and Curriculum Manager for the Sonoma County Office of Education. Their letters comprise the bulk of this Guide's appendices. Final editing and preparation was completed by Mary Ruthsdotter, National Women's History Project.

We also acknowledge the Sonoma County Board of Supervisors in their role of supporting the programs and activities of the Commission on the Status of Women.

REAL WOMEN ESSAY WRITING COMPETITION

TABLE OF CONTENTS

Sponsorship and Co-sponsorship	1
Costs	3
Contest Content	4
Contest Rules	6
Judges	7
Judging Process	8
Publicity	9
Awards Event	10
Prizes	12
Time-line	14
Appendices Index	17
Letter to school principals	A
Return postcard	B
Packet of materials for contact person	C.1-7
Materials for potential judges	D.1-2
Packet to participating judges	E.1-4
Press release announcing competition	F
Notification of winners	G.1-4
Press release announcing winners	H
Awards event printed program	I
Certificate of participation	J
Letter thanking judging panelists	K
Logos for National Women's History Week	L

REAL WOMEN CREATIVE WRITING COMPETITION

The Real Women Creative Writing Competition has been a successful part of our celebration of National Women's History Week for the past two years. The Competition is a joint project of the Commission on the Status of Women and the County Office of Education. Teacher and community response has been good, and we are happy to share this project with interested persons in other communities.

This guide contains step-by-step information for staging a successful essay contest in your community with several variations offered to meet the needs of your sponsoring group(s). Also included is information about costs for such a project, helpful hints and pitfalls to avoid, a time line, sample letters and other materials. Feel free to use as much or as little of this material as suits your purposes.

SPONSORSHIP AND CO-SPONSORSHIP

In Sonoma County, CA, the Real Women Creative Writing Competition was sponsored by the County Commission on the Status of Women and the County Office of Education. Responsibilities and costs were divided between these two offices. The Commission was responsible for initial contacts with school principals regarding the contest and National Women's History Week in general, contacting potential judges for the competition, making all the necessary arrangements for the judging process, planning arrangements for the awards event, publicity for the event and notification of the winners. The Office of Education was

responsible for typing and printing all the materials regarding the essay competition, distributing the materials through their A/V courier system to all the local schools, receiving the essay contest entries, and purchasing the prizes for the winners. One staff person from the Office of Education worked closely with the staff person from the Commission throughout the process.

Working with the County Office of Education in this way facilitated the process a great deal. Initial contact letters sent to principals on the letterhead of the County Superintendent of Schools got a better response than might have resulted from letters sent by a community organization or Commission on the Status of Women. The local school district office, or Superintendent of Public Instruction's office can also provide many resources such as low cost or free printing or courier service to the schools that will be valuable in terms of reducing the program's costs. If you can not interest the school district, or office of education in the project, you may have difficulty gaining successful access to teachers and principals for the competition.

An alternate approach to organizing this project would be to ask a local newspaper to co-sponsor the essay competition. If the newspaper sponsors the contest and is willing to publicize it in the paper, you can gain direct access to students without having to rely on your contacts with their schools, and you will probably still get a good number of entries. Some of the educational value of the program may be lost without active teacher cooperation, however. But you'll be setting the stage for more school cooperation in your following years!

Other organizations in your community which might be interested in working with you on this project are Parent-teacher Organizations, Teachers' Associations, the American Association of University Women, the YWCA, Business and Professional Women's clubs, Soroptimists, or other women's service organizations. A word of caution -- if your organization is co-sponsoring the event with another group, be very clear with each other about which group is responsible for what aspects of the program, and who will be paying for what. Also, be sure that you are working with people you trust to do what they say they will do, and on time! There are many aspects of the project in which time schedules are tight and must be adhered to if the program is to be a success. Nothing is more frustrating than to work very hard on a program only to have it fail because someone forgot to send out the press releases or invitations on time.

As mentioned earlier, both the Office of Education and the C.S.W. had staff persons assigned to work on this project in our County. If you are working with organizations which do not have paid staff, you may need to alter the time lines to allow a little more leeway for unforeseen personal emergencies and other commitments. An all-volunteer committee often needs more time for each step than does a paid staff person, for obvious reasons. Be realistic about what you can expect from the schedules of the people with whom you are working.

COSTS

Costs may vary significantly depending on the size of the school district(s) involved and how much you can get donated.

Major cost items are in printing materials: describing the essay contest, postage if you have to use the U.S. mail to send out the materials, and prizes if you cannot get them donated. Room rental and refreshments for the awards event may also be significant expenses.

If these costs cannot be sufficiently covered by the sponsoring organization(s), don't hesitate for a moment to visit other local women's organizations, historical societies, bankers and local merchants to solicit contributions.

CONTEST CONTENT

The title of the essay competition, "Real Women," denotes that the content of the essay is to be about a woman who is "real" to the student writing the essay, someone the student knows personally. In writing to teachers about the competition we stress that the person about whom the essay is written should be either a family member or someone in the student's community with whom that student is familiar. Part of the educational process of the competition, then, is the student's becoming more familiar with the real life of an adult woman in her/his community or family, either through an oral interview, or by the simple process of thinking in a concerted way about a woman often taken for granted. We have specified that the person written about must be living, so that the student can conduct an oral history interview. Being able to have the "real women" at the award ceremony later will also add a very nice touch.

Alternatively, you may want to set up the competition so that the "real women" have to be members of the students' families,

either living or deceased. This encourages the students to delve into their family histories, which can be very rewarding experiences. If you do this as a family history project, it is a good idea to emphasize relatives other than mothers, as it is too easy for students to write about their mothers without interviewing them; younger children will focus on "she bakes cookies for me" at the expense of further reflection. This is supposed to be a creative writing competition, and part of the creativity is choosing the subject of the essay.

Another approach is to focus on women from our shared past, women whose lives have been introduced to the students through their classroom lessons or individual readings. What woman in history do you know of who was very brave? Who did something that you would have been proud to have done? Whose actions made the world better for other people? Who is currently in the news?

You will notice that the time line suggests sending the information about the contest to teachers at the beginning of the school year. This allows teachers to work the essay competition into their curriculum where it best suits their own needs and class schedules. Give specific direction to teachers about how to use the essay competition as an educational tool (e.g., family history as a way of placing the student in the historic continuum of your community or the nation, or of tracing migration of populations from one country to another; teaching listening and recording skills, interviewing techniques, etc.).

An elementary school teacher has suggested that for lower grades the competition unit be preceeded by the reading of

biographies of other women in history so the students have an idea of what kinds of things can be included in a biographical essay and the various forms such essays can take. Teachers who gave their students a list of questions for conducting interviews often received essays which were little more than a disjointed series of answers to those questions. Encourage teachers to be creative in the way they present the assignment and the students' creativity will likewise be sparked. Sample lesson plans are included in the appendix of this guide.

CONTEST RULES

Depending on the size of the school district, your town, county or whatever geographical boundaries you are using for the competition, you may need to alter the rules. The rules we used were developed to meet the needs of a county-wide competition.

- o All entries must be typed or neatly written in black ink or pencil, so they can be effectively reproduced for judging.
- o Maximum length: 300 words or two pages.
- o Each participating class was asked to select the two best essays among those written by students in that class to be submitted for the County-wide competition. With a smaller geographic base, more entries from each class could be accommodated.
- o Each entry must be accompanied by an entry form including the student's name, home address, and phone number, name of school, name of teacher, grade level, and name of the subject of the essay.
- o The subject must be a woman who fits the criteria you have established for the competition: a woman from the student's family or community who is alive as the essay is being written, or from past history, or whatever you've chosen.
- o Entries must be submitted to the designated location by the announced deadline date, which should be approximately one month before the date of the awards event, or one month before National Women's History Week (the week of March 8)

JUDGES

Selection of the judging panel can be one of the things that makes this project an exciting, successful undertaking for everyone involved. We began by asking persons who have a personal or professional interest in writing, such as journalism teachers, authors, and persons connected with the local print media. In our community we were lucky enough to have several persons who author children's books who were willing to be part of the judging panel. Be sure that your panel represents the ethnic and geographic variations of your community, and includes dignitaries as appropriate. A list of our panel members is included in the appendices for your reference.

There is a great advantage to having media representatives on the judging panel, as their participation almost insures media coverage for your awards event and for the winning essays. We invited two reporters from the daily newspaper and several reporters from the weeklies, as well as a popular local radio news broadcaster. This resulted in great coverage for the competition before hand, for the contest winners, and for the awards event. All of the winning essays were printed in the county-wide daily paper, with photos of some of the students and the "real women" about whom they wrote. It also created a contact with those media persons which has been very useful to our organization for other purposes since the competition. It is always a good idea to befriend media representatives, and the Real Women Creative Writing Competition judging panel is a good way to let them know you value their skills and want to work with

them on projects of mutual interest. We also invited local government officials, community leaders, and a representative from the Board of each sponsoring organization to participate.

When you write to potential judges, explain the project in some detail, and include a sample packet of information on the competition. Be sure to be clear about what the time commitment is for being a member of the panel. It is very frustrating to have people drop out at the last minute, especially if you have used their name in your publicity. Send a reminder notice about meetings to each judge a few days in advance of each meeting you must schedule. Invite the judges to attend and possibly to participate in the awards ceremony that marks the successful completion of their work. Be sure to thank them, in writing, for their time and contributions at each stage of the project, as well at its conclusion.

THE JUDGING PROCESS

When we set up the competition rules, we had anticipated judging the essays in seven grade level categories: K, 1-2, 3-4, 5-6, 7-8, 9-10, and 11-12. We developed a judging team with enough persons to have two readers in each grade level category. Our plan was to have each essay read by two persons with each of them choosing their favorites, and then deciding among themselves which ones from their grade level should be brought back to the full group for final selection of the winners. We planned to have a first place and a second place in each grade level group.

However, the reality of the competition entries necessitated some changing around from that original plan. You may not have

many entries in some grades, and therefore would want to combine categories. One year we combined K-3, and another year we had few high school entries, and so combined 9-12. Also, we had a tremendous participation rate one year from the junior high schools, and had many wonderful entries in the 5-6 and 7-8 grades that year. We had three readers in each of these reading groups, and added an Honorable Mention award to recognize more of the outstanding entries.

The judging process we used went as follows: Judges meet a few days after the entry deadline and choose at which grade level they want to read. Essays are then divided among the judges, and each reading team decides when they will meet again to choose the best of their grade level. The judges are given one week to take the essays home to read and to meet with their reading partners. The next week, the whole judging panel meets together again and the 2 or 3 best essays from each grade level category are read aloud. Using a consensus process, the judges then either concur with the nominations for 1st and 2nd place made by the reading team or decide upon some other ranking among the top essays.

PUBLICITY

Enclosed in this guide are samples of posters, flyers, memos and letters useful to publicize the Essay Competition in the schools. You should also send press releases to local newspapers and radio stations about the contest to encourage entries from students whose teachers have not chosen to participate for whatever reason. Press releases should be sent to all local papers once the winners have been chosen. Be sure to include the

location of the schools the winning students attend, as regional newspapers like to pick up on local people in the news and may give good coverage to a local student contest winner. Everyone loves to see their name in print. All the better if you can get your local newspaper to print the winning essays, or to take photographs of the students and the women about whom they wrote. You may want to arrange this ahead of time with the newspaper so that they can anticipate when the winning essays will be chosen and which edition of the paper would most appropriately include them.

Send your press release about the contest winners to all schools that participated in the competition, and to those who did not if you can afford to. Teachers and students are always curious to know who did win, even if it was not someone from their class or their school. This will also encourage attendance at the awards ceremony and increase interest for next year's competition.

Be sure to notify the principal of the school attended by the student winners, and other school district personnel as might be appropriate, and invite them to attend the awards event.

AWARDS EVENT

When we first planned the Creative Writing Competition it was one of several local National Women's History Week events, and the awards ceremony was scheduled as one part of a larger all-day celebration. We were surprised by how seriously the students and their families took the occasion, and how special winning those awards was to the students. The students not only

came with their parent(s), but often with their siblings and other relatives as well. The second year we took our cue from them and made the awards event an even more special occasion, holding it apart from other National Women's History Week activities, at the beginning of the Week. The crowd was more than double the number we had optimistically anticipated! No one, either children or adults, ever gets enough recognition for the things they do, it would seem. Use the Real Women Creative Writing Competition Awards Ceremony as an opportunity to recognize students' accomplishments and the specialness of the women about whom they wrote.

Hold the Awards Ceremony in a nice location, in a room big enough to hold all of the competition winners and about 5-10 guests per winner. Students in your community will want to invite their friends and family members as they did in ours, and you will want to encourage school officials, public figures, media persons, etcetera, to attend as well.

Keep any speeches by adults to a minimum! Children have short attention spans at public meetings, and may get squirmy or anxious if they have to wait too long for their part of the program. The bulk of the program schedule should be for the students themselves reading their prize-winning essays. Refreshments can be served after the essays have been read and all of the prizes awarded. We held the event in the afternoon, and served only punch and coffee with a beautifully decorated cake. Delightful simplicity.

The first year we had anticipated only having the first place winners read their essays, but found that all of the

student winners wanted to read. We set up the ceremony so that we began with the youngest first, calling each winner to the front of the room to the microphone. The woman s/he wrote about, and her/his teacher were also introduced and called to come and stand by the student while s/he read the winning essay. Then the appropriate prize was given to the student by our presenters, who in this case were two women members of the County Board of Supervisors, the highest level local elected officials. Then token gifts were given to the teacher and to the "real woman."

PRIZES

Prizes can be an important part of the project, or they can be secondary, depending on your resources. We have always played down the prizes and tried not to use them as a means of attracting students interest to the contest. This was done primarily because we did not have money to offer really attractive prizes. Qther areas have had marvelous success in securing fascinating prizes (weekend passes to wildlife refuge campgrounds, passes for a bowling alley for a month, canoe trips on a river...).

If you have a person in your organization who likes --or is willing to-- ask for contributions, or has contacts with appropriate merchants, bankers or organizations, you might want to put more attention into developing a really nice awards package. Cash prizes are always a big incentive, especially for older students. Your co-sponsoring organization might take responsibility for this. In any event, arrange for prizes well in advance so you can include information about prizes in

information packets sent out to teachers.

Overall, elaborate prizes aren't critical to your success. We gave each first place winner a book on women's history suitable to her/his age group which we had purchased from the National Women's History Project, a Women's History Week notebook we had printed locally, a ballpoint pen which said "Write Women Back Into History," and a NWHW frisbee. Second place and honorable mention winners received just the notebook and pen. All winners were given a ribbon appropriate to their placement in the competition attached to a NWHW button, and all entrants were given a certificate of participation. Teachers of winning students and the women about whom they wrote were all given National Women's History Week commemorative posters, rolled and tied with gold ribbon.

TIME LINE

AUGUST (before school begins)

- o Arrange for co-sponsorship with your local Office of Education, Superintendent of Schools office, or other appropriate group to facilitate contact with teachers and share contest expenses. If you are in the school district office, you may want to arrange for a community based organization or local newspaper to co-sponsor the project.
- o Determine whether you are going to offer significant prizes as an incentive for contest participation. If you are, arrange for these prizes now so that you can include information about them in the initial publicity materials you send to teachers and the media.

SEPTEMBER (shortly after school begins)

- o Write to all school principals about National Women's History Week and the Real Women Creative Writing Competition. Ask them to appoint a NWHW contact person at their school and to return information about these contact persons to you by early October (Appendices A, B)
- o Determine what format you are going to use for the Competition guidelines (community woman, older family member, historic woman...)
- o Prepare contest materials, lesson plan suggestions, and publicity materials for the competition (Appendix C)

MID-OCTOBER

- o Send essay competition materials to contact persons at all local schools (Appendix C). Be sure to include information on the format for contest entries, competition rules, deadline for entries, to whom they are to be returned, and information about prizes. Details about the awards event can be sent later or included at this time if you have planned that far in advance.

DECEMBER (early)

- o Begin soliciting appropriate persons to be part of the judging panel. Include information about meeting dates and times, what is expected of each person as a judge, and a sample packet of information about the essay competition (Appendix D)
- o If you have not done so earlier, decide on the nature and location of awards event and make necessary room and logistics arrangements.

JANUARY (early)

- o Confirm judges to be on panel and send complete packet of instructions (Appendix E)
- o Send press releases about competition to local newspapers (Appendix F)
- o If you haven't arranged for prizes yet, do so during January.

FEBRUARY

- o First of month: Deadline date for entries to be received.
- o First week: Hold first meeting with judging panel. Judges choose preferred grade level(s) and divide essays among themselves to form reading teams. Reading teams will make their nominations for winning entries to the judging panel at a subsequent meeting.
- o Second week: Reconvene the judging panel. Essays nominated by reading teams are read to entire judging panel and the winners are selected for each grade category.
- o Notify winners, their teachers, principals, and the women about whom the winners wrote. Include information about the awards event. Ask students to let you know if they will be coming to the awards event. (Appendix G)
- o Third week: Send press releases to local newspapers and radio stations about the winners of the competition and the awards event. (Appendix H)
- o Send copies of the press release to all teachers who participated in the competition (Appendix H)
- o Invite appropriate persons to attend the awards event.
- o Finalize plans for the awards event: food, decorations, printed program (Appendix I)

MARCH

- o First week: Prepare prizes and certificates for all winners (Appendix J)
- o Contact media regarding coverage of awards event.
- o Week of the 8th: National Women's History Week!
- o Awards event should be held sometime during NWHW. Sample printed program is included as Appendix I.

- o Second week: Return all essays to teachers, including a certificate of participation with the essays for each entrant (Appendix J). Thank teachers for their participation
- o Thank judges and others who participated in the project for their time and contributions (Appendix K)
- o Thank merchants or organizations who donated prizes for their contributions to the program.

APPENDICES

- A. Letter to school principals regarding National Women's History Week and the "Real Women Creative Writing Competition"
- B. Return postcard for appointing NWHW contact person
- C. Packet of materials on "Real Women Creative Writing Competition"
 - 1. Letter to principals and contact persons
 - 2. Competition fact sheet
 - 3. Oral history rationale
 - 4. Curriculum unit suggestions
 - 5. Entry blanks for essays
 - 6. Flyer about "Real Women Creative Writing Competition"
 - 7. Poster about "Real Women Creative Writing Competition"
- D. Materials for potential judges
 - 1. Letter soliciting participation
 - 2. Information sheet about judging process
- E. Packet to participating judges
 - 1. Letter of confirmation
 - 2. List of judging panel members
 - 3. Information sheet about judging process
 - 4. Judging criteria and score sheet
- F. Press release
- G. Notification of winners
 - 1. Letter to winners
 - 2. Letter to teacher of winners
 - 3. Letter to principal of winners' schools
 - 4. Letter to the "real women" about whom winning essays were written
- H. Press release about winners
- I. Awards event printed program
- J. Certificate of participation
- K. Letter of thanks to judging panelists
- L. Logos for National Women's History Week, various years

TO: ALL ELEMENTARY AND SECONDARY SCHOOL PRINCIPALS
FROM: WALTER EAGAN, SUPERINTENDENT
SONOMA COUNTY OFFICE OF EDUCATION
DATE: SEPTEMBER 5, 1984
RE: NATIONAL WOMEN'S HISTORY WEEK, MARCH 3-9, 1985

In the past few years National Women's History Week has become a nation-wide observance, celebrated in hundreds of communities and thousands of school classrooms. Official proclamations of observances are annually passed in the U.S. Congress, the California State Legislature, and many local governing bodies. Women's History Week is a special time to explore and celebrate in our classrooms and communities the many contributions women have made to the building of this great nation. Please designate the week of March 3-9, 1985, on your school's academic calendar as "National Women's History Week," and encourage your faculty to plan programs and activities appropriate for this observance.

As in past years, the Commission on the Status of Women will be working with the County Office of Education on several exciting programs for Women's History Week. The "Real Women" Creative Writing Competition initiated two years ago has been so successful that it will be expanded and offered again this year, along with the Community Resource Women Project and distribution of curriculum materials. In order to ensure a successful program next March, please identify a member of your staff to serve as a contact person for the Women's History Week Planning Committee. This person will receive special materials over the next few months to disseminate to teachers at your school. Many schools have found that their school Library Managers or Program Coordinators are good contact persons, or you may choose to designate yourself for this role. The first set of materials will be going out through the County AV Courier in mid- October, so I would appreciate it if you would fill out the enclosed post card and return it to the SCOE office no later than October 1.

The purpose of Women's History Week is to raise the awareness of all students, female and male, about the wealth of women's history that has been left out of the standard texts used in most schools. It is impossible to cover all of women's history in only this one week, but this exposure will inspire students and teachers to question further and discover more about our shared heritage. By better understanding the varying roles of women throughout time, students will gain a more realistic understanding of our contemporary society.

Here in Sonoma County we can be especially proud of the National Women's History Week observance, because the national celebration is the result of work that began here with our Commission on the Status of Women in 1978. Since that time, the idea of Women's

History Week has spread across the country, based on the Sonoma County model. Programs and activities first utilized in our local schools are now being employed in thousands of classrooms in every state of the country.

Information about the "Real Women" Creative Writing Competition will be sent to your contact teacher in mid-October. Also, to allow adequate time to prepare for an early February entry deadline, we will be sending a resource catalog for women's history materials at that time. Specific curriculum materials and an extensive list of community women volunteers who are available to make classroom presentations on various aspects of women's history and contemporary roles will be delivered to your contact person by February 1, 1985.

I am looking forward to working with you for another successful National Women's History Week celebration in 1985. Please don't forget to fill out and return the enclosed post card so we can be sure the Women's History Week materials reach the appropriate person at your school.

Women's History Week Contact Person

Name of School _____

District _____

The Women's History Week contact person for this school for 1984 will be:

please print

principal's signature

Please return this card by December 2, 1983

Women's History Week Contact Person

Name of School _____

District _____

The Women's History Week contact person for this school for 1984 will be:

please print

principal's signature

Please return this card by December 2, 1983

Louise Cooley, Program Manager
Sonoma County Office of Education
410 Fiscal Drive
Santa Rosa, CA 95401

Louise Cooley, Program Manager
Sonoma County Office of Education
410 Fiscal Drive
Santa Rosa, CA 95401

TO: SONOMA COUNTY PRINCIPALS AND WOMEN'S HISTORY WEEK CONTACTS
FROM: LOUISE COOLEY, CURRICULUM CONSULTANT
(707) 527-2443
DATE: OCTOBER 15, 1984
RE: "REAL WOMEN" CREATIVE WRITING COMPETITION

The Sonoma County Office of Education and the Commission on the Status of Women would like to have a County-wide school effort to recognize local women in an educationally valuable way. This contest is modeled after similar projects developed over the past two years in other counties, and our own local project last year.

Please share the attached contest rules and time-lines with any teachers who would be interested. Also attached are sample lesson plans that can be reproduced and distributed to participating teachers.

Thank you for your leadership and support in this activity, which will culminate in an awards ceremony to be held March 3, 1985.

If you have any questions or need further information, please call me.

Attachments

FACT SHEET on the "Real Women" Creative Writing Competition

PURPOSE: This contest is a special project of the Sonoma County Office of Education and the Commission on the Status of Women in commemoration of Women's History Week 1985. During Women's History Week, participating schools will recognize the richness and diversity of the lives of "ordinary" women, as well as honor the accomplishments of famous women.

GRADE CATEGORIES:

Kindergarten	7th/8th
1st/2nd	9th/10th
3rd/4th	11th/12th
5th/6th	

ENTRY FORMAT: Each participating teacher should collect possible entries and submit no more than TWO entries per classroom. Schools may wish to have school-wide or classroom contests to select the school winners. Attach a completed entry form to the back of each entry.

Every attempt will be made to return each entry to the participants after the display period.

JUDGING: Seven winning essays will be selected, one per category, by a panel of educators and community leaders. Winning student authors and their families and teachers will be invited to a special awards event to be held during Women's History Week. Winning stories, with photographs of the student and the woman featured, will be displayed at that time. Later, these will be available for display in the County Office.

CRITERIA FOR SELECTION: Essays will be judged according to the following criteria:

- awareness of the woman as a person in society in addition to whatever role she may play in relation to the student
- effective use of descriptive language
- level of interest and historical value
- correct punctuation, spelling, grammar, neat handwriting

Essays may be submitted on any paper, but they must be written in ink or pencil dark enough to be reproducible. Each entry should be 300 words or less, and should be no more than two pages long.

FOR ADDITIONAL PACKETS OR MORE INFORMATION: Call Louise Cooley, Curriculum Consultant, at 527-2443.

WOMEN'S ORAL HISTORY

Written history has taken the point of view that the lives of "Great Men" tell us all we need to know of our history. In the last few years, historians have started to question this assumption. The gathering of oral history, as well as research into the lives of everyday people, has become a way of enriching the study of history by providing information about the lives of persons like ourselves, persons whose lives are important and unique, but which have not been considered of sufficient interest to bear recording and retelling.

The first project in oral history that achieved wide notice in educational circles was undertaken in Rabun Gap, Georgia, and resulted in the popular Foxfire Books. In that project, students were assigned interviews with folks in their area who "did something"-- practicing craftspeople who were taken for granted in their roles of social contributors and who the students had not particularly noticed as valuable people. The Foxfire Project excited students, and the skills that they acquired in the course of the project convinced educators of two things: that students are more likely to respond to assignments which have meaning for them and that opening new channels of communication between generations results in added interest in history as a real subject concerned with real people.

Few of us know our families' histories. "Real Women: A Creative Writing Competition" is designed to foster interest in the areas of women's lives which sometimes get lost in the stereotyped notions that women's roles are limited to nurturing and that nurturing is a passive activity. By interviewing women they respect about what the women themselves think is important about their lives, and about the challenges they have found on a day-to-day basis, students can come to place realistic values on the roles women play in our culture. For example, students can interview grandmothers about their moves to California, or about other places they have lived: why they left, why they came to California, and what has happened in their lives here. Anything, in fact, that the student or the subject thinks is exciting or noteworthy, anything that makes a good story. His-story is fundamentally intertwined with her-story, but her-story hasn't always been written down. We are writing it down now. People are always making history. Students must know that. Oral history gives students a new perspective on what constitutes our shared history as a nation.

A SUGGESTED CURRICULUM UNIT FOR LANGUAGE ARTS
(K-2)

Curriculum Objective: Students will practice integrated language arts skills by composing an entry suitable for submission to the Women's History Week REAL WOMEN CREATIVE WRITING CONTEST.

Objective	Activities
<u>Day One:</u> Each student will select the woman about whom she or he will write.	The teacher can ask students to think of women they know who have courage, or who do do something exciting. Ask those eager to talk to tell what the women do/have done. (Events make good stories). After two or three stories, explain the contest to students and tell students to talk to women they know and ask them what is interesting or exciting in their past or present lives, and to decide who to write about after talking to them.
<u>Day Two:</u> Students will compose their stories.	Dependent upon students' level of skills development, the teacher will collect students' statements in written form in the students' own handwriting or by dictation, as appropriate. Students and transcribers should be reminded of the contest rules -- maximum of two pages, and the importance of neatness. Note: Students who dictate their stories may submit a drawing of the woman doing something that illustrates the story or statement. Drawings may not exceed 18 x 24" in size.

A SUGGESTED CURRICULUM UNIT FOR LANGUAGE ARTS (Grades 3-6)

Curriculum Objective: Students will practice oral and written composition skills while completing pre-writing, writing and rewriting activities leading to an essay for submission to the Women's History Week REAL WOMEN CREATIVE WRITING CONTEST.

Objective	
<u>Day One:</u> Each student will select the woman about whom she or he will write.	<u>Pre-writing:</u> The teacher can ask each student to think of a woman whom she or he admires. In a group discussion, the teacher can ask the students to tell why she or he admires the woman or to tell an interesting story about her. After two or three stories, the teacher can discuss the contest and its goals, using the contest poster as a resource. It is expected that the students' first responses will have focused on what the woman does for the student. The teacher should point this out and help students broaden the focus and assign the students the task of talking to the woman about events in her life and what she considers exciting or noteworthy, now or in the past. (Particular events make good stories.)
<u>Day Two:</u> Students will organize their material for writing by telling the story to others. Student will produce notes, an outline or a rough draft of what they want to tell.	In a large group, or in several small groups, students will tell the story or make the statement they want to make, and others may ask them questions.
<u>Day Three:</u> Students will rewrite the essay and make corrections, bringing the essay to its final form and attaching an entry blank as required.	<u>Writing:</u> Students can write a rough draft of what they want to say. The teacher should collect the rough drafts. <u>Rewriting:</u> The teacher can distribute the earlier work and comment as needed. Students should be reminded of the contest rules -- maximum of two pages or 300 words, and the importance of neat handwriting.

A SUGGESTED CURRICULUM UNIT FOR COMPOSITION AND/OR HISTORY (Grades 7-12)

Curriculum Objectives

Language Arts: Students will practice composition skills while completing pre-writing, writing and rewriting activities leading to an essay suitable for submission in the Women's History Week REAL WOMEN CREATIVE WRITING CONTEST.

History: Students will practice analytical and interview skills basic to the gathering of oral history material.

Objective	Activities
<u>Day One:</u> Each student will select the woman she or he will write about. <u>Pre-writing:</u> Students will construct several opening questions for an oral history interview. Each student will make a clear statement of the goal of an oral history interview. (Statements will vary, but the idea of finding out more than the student knows, or thinks he or she knows, about the woman's life or thoughts should be included in the statement.) <u>Day Two:</u> Students will develop a rough draft of the essay. <u>Day Three:</u> Students will complete the essay. 33	The teacher can ask the students to list the women they know whom they admire, allowing students a few minutes to think and write. Next, the teacher can explain the contest using the contest poster as a resource. In order to help students clarify what is wanted, the teacher can ask several students who they listed and why. The teacher can help the students explore the contributions made by the woman selected, guiding them in looking beyond their relationship with her. Some students may say, "She provides this or that for me." The teacher should try to help the students look also at the woman's relationship to the rest of the world around her. Some students may be baffled or feel that they are not knowledgeable about the thoughts or the events of the lives of women close to them. Explain what oral history is and allow students to do a simulated oral history interview with you (or have a student role play and another student interview) in order to give students a firm notion of how to start gathering material on the woman selected. (See attached information on women's oral history.) Student assignment: Allow a reasonable time for students to gather material without waiting so long that they lose interest or forget what was said. At the teacher's discretion, students may be assigned to take notes or record the interview, or to write a rough draft of the essay. <u>Writing:</u> If the rough draft has not been assigned as outside work, students can work in class from their notes taken from the interview or from notes taken from a tape of the interview. The teacher should review the essay rules and provide help with editing, etc., if needed or wanted. <u>Rewriting:</u> Students will copy the essay and make corrections, bringing the essay to its final form and attaching an entry blank as required.



ENTRY BLANK

REAL WOMEN, A Creative Writing Competition
(Attach to back of each entry)

NAME _____

HOME ADDRESS _____

CITY _____ STATE _____ ZIP CODE _____

SCHOOL NAME _____

SCHOOL ADDRESS _____

TEACHER'S NAME _____ GRADE _____

NAME OF REAL WOMAN FEATURED _____



ENTRY BLANK

REAL WOMEN, A Creative Writing Competition
(Attach to back of each entry)

NAME _____

HOME ADDRESS _____

CITY _____ STATE _____ ZIP CODE _____

SCHOOL NAME _____

SCHOOL ADDRESS _____

TEACHER'S NAME _____ GRADE _____

NAME OF REAL WOMAN FEATURED _____

REAL WOMEN

A CREATIVE WRITING COMPETITION

Pick a woman who is important to you. She may be your mother, your aunt, your grandmother, or another friend. Talk with her to find out about her life. Ask her what dreams she had for herself as a girl and what her life is like now. Write about her. Remember that even everyday people have often done unusual or courageous things in their lives. Tell about some of the interesting things she has done. Tell what makes you admire her and what makes her special. Don't forget to use her name in your story.

RULES

1. Your story should be 300 words or less, and should fit on one or two pages, at the most.
2. Write or type neatly, using correct punctuation, grammar, and spelling.
3. Winning stories will be those which are interesting to read and which tell us some thing new about one woman's life.

DEADLINE

All entries must be submitted to the Title IX Resource Center by 5 p.m. on February 12.

AWARDS

A special awards ceremony will be held during Women's History Week, March 7-13. Each student winner will be recognized with a special Women's History Week Knapsack.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

Title IX Office

Joan Miller, School • 4700 Joaquin Way • Sacramento
Joan Miller, Manager

For more information call 452-1234

BEST COPY AVAILABLE

BEST COPY AVAILABLE

PLEASE POST

"REAL WOMEN" CREATIVE WRITING COMPETITION

In early September a packet of information was sent to your school regarding the "Real Women" Creative Writing Competition being sponsored by the Sonoma County Office of Education and the Commission on the Status of Women. The competition is scheduled to run in your school during the month of January, 1985. All entries are due in the office of Louise Cooley, County Office of Education, by February 1, 1985.

A panel of 18 judges has been formed to read the essays submitted. The group includes many journalists, authors and community leaders. Essays will be judged in seven categories, based on grade levels: Kindergarten; 1-2; 3-4; 5-6; 7-8; 9-10; 11-12. First place and honorable mentions will be chosen at each grade level. In grades where there is a very large number of entries, it is possible that more than one honorable mention will be selected. Prizes for winning essays will include Women's History Week t-shirts, books about women's history, ribbons, and other small token gifts.

An Awards Event will take place on Saturday, March 9, at 2:30 p.m., at the Luther Burbank Center on Mark West Road in Santa Rosa, CA. The winning authors, their families, teachers, and the women about whom they wrote will all be invited. Winning essays will be read and prizes awarded. Token gifts will also be presented to teachers of award winners. Refreshments will be served at the close of the event.

The judging panel will meet during the first two weeks of February to select the winning essays. Students will be notified by mail by February 17. Teachers of winning students will also be notified. All essays will be returned to students with a certificate of appreciation for their efforts in entering the competition. Winning essays will be returned at the awards event.

If you have any further questions about the "Real Women" Creative Writing Competition, please call Bonnie Eisenberg at the Commission on the Status of Women, (707) 526-5974.

December 3, 1984

Ms. Gaye LeBaron
PRESS DEMOCRAT
427 Mendocino Avenue
Santa Rosa, CA 95401

Dear Ms. LeBaron,

On behalf of the Sonoma County Office of Education and the Commission on the Status of Women, we would like to invite you to be a member of the judging panel for the third annual "Real Women" Creative Writing Competition. All Sonoma County schools, from kindergarten through high school, are being invited to participate in this competition as part of their celebration of National Women's History Week, March 3-10, 1984.

During the month of January, 1984, students will be interviewing women in their communities and preparing their entries. Two entries from each participating class will then be sent to the county-wide competition. Entries will be judged in seven grade-level categories, based on: awareness of the subject as a person in society; effective use of descriptive language; level of interest and historical value; and proper grammar, spelling, etc.. First place winners and honorable mentions will be selected in each category by our panel of distinguished judges. Winning entries will be read by the students and prizes awarded at a special event, planned for Sunday afternoon, March 3, 1985.

We hope you will give serious consideration to our invitation to be part of the judging panel for this contest. Your commitment will require attendance at two meetings in early February, reading a number of essays in a short period of time, and working in a group to determine the winners. Our time frame is very tight for this project, so please be realistic about whether or not your schedule will permit your full participation on the panel.

Essays will be submitted to the Office of Education by February 1, 1985. Judges will meet during the second week of February to select their grade category and to receive their essays. You will meet again during the third week in February to read your nominations and choose the winners. We would also like to request your participation in the Award Ceremony on March 3.

Last year we had over one hundred entries in the "Real Women" Creative Writing Competition. Each member of the judging panel read between twelve and fifteen short essays, and worked with at least one other person to choose the three best in that grade category. Those essays selected by the judging teams were then read to the entire committee for final selection of the winners. We anticipate school participation will be even greater for this year's competition.

Enclosed is a copy of the information packet which was sent to

teachers throughout Sonoma County. This will give you an idea of the many ways this program contributes to the educational process and expands students' awareness of the important roles women play in contemporary society.

We sincerely hope that you will be interested in and enthusiastic about working with us on the "Real Women" Creative Writing Competition. Please respond to the Commission on the Status of Women office, 527-2161, by January 13, 1985, about your availability to participate on the Judging Panel.

Sincerely,

Louise Cooley, Program Manager
Sonoma County Office of Education

Bonnie Eisenberg, Projects
Director, Commission on
Status of Women

LC/BE:mr
Enclosures

REAL WOMEN CREATIVE WRITING COMPETITION

JUDGING PROCESS

1. Judges will meet on February 6th to form reading teams. Each team will be composed of three or four persons, depending on the number of entries in each category.
2. Each reading team will determine a time and place when they can meet to read the essays in their category. This can be done immediately following the meeting on February 6th, or some other time before February 13. If there are a large number of essays in your group, you may want to divide them up and each read some, or you can each read them all and compare your scores.
3. Using the rating criteria attached, and the rating scoring sheet, rate each essay you read according to the four criteria, assigning points for each item. Total possible points = 30 for a perfect essay and good choice of topic.
4. Each reading team chooses its top two or three essays (three if there are more than twenty entries in that category). These will be first place, second place, and Honorable Mention. These essays will then be read to the entire judging panel at the meeting on February 13th, for their concurrence.
5. Winning students, their teachers, families and the woman they wrote about (if she is available) will all be invited to the Awards Event to be held on March 3rd, 2:30 pm, at the Luther Burbank Center (Fireside Room). Letters will be sent out immediately after February 13th, notifying students and their teachers.
6. Those judges who can attend the Awards Event will take part in the awards presentations.
7. Each winning student will have an opportunity to read their essay at the Awards Event. Winners will receive ribbons, books on women's history, a Women's History Week notebook and pen, and other items. Winning teachers will receive a WHW '85 poster. Supervisor Helen Rudee will be the keynote speaker for the Award Event, and will assist with the presentations. The event will close with refreshments: cake, fruit punch, and coffee.

January 24, 1984

Ms. Gaye LeBaron
PRESS DEMOCRAT
427 Mendocino Avenue
Santa Rosa, CA 95401

Dear Ms. LeBaron,

Thank you for agreeing to serve as a judge for the "Real Women" Creative Writing Competition now in progress in our county schools. We have eighteen members of the judging panel; a list in enclosed for your information. Entries are being received at the County Office of Education through January 31st. Many teachers have expressed great enthusiasm for the contest, and we expect to have a substantial number of entries at all grade levels.

The competition rules established seven grade level categories: kindergarten; 1-2; 3-4; 5-6; 7-8; 9-10; and 11-12. Ideally, we would like to have at least two readers for each grade level category. Early indicators are that we will have an especially heavy participation at the junior high level, so we may need three or four persons on those teams. Please be thinking about what grade level you would most like to read.

We will be holding the first meeting for the judging panel on February 6th, at 5:30 pm, at the CSW office, 2230 Professional Drive, #102, Santa Rosa. At this time we will go over the criteria for judging the essays and decide on the reading teams. You will then take the essays home with you to read during the following week. Sometime before the second meeting, you should plan to meet with the other member(s) of your reading team to come to a consensus about the top essays. The judging panel will meet again on February 13th, at 7:00 (or a time the group prefers) to read the nominations from each team and to select the winners for each grade level. At that meeting we will also discuss the program for the Awards Event on March 3rd.

We hope that you will be able to attend both of these meetings. However, your participation as a judge is not dependent on your being there. If you cannot make the first meeting, please call me at the CSW office (527-2161) prior to the meeting on February 6th, to let us know your preference for grade level, and to arrange getting the essays to you.

If you have any questions about the judging process, or the competition in general, please call me at the CSW office.

Sincerely,

Bonnie Eisenberg
Projects Director

REAL WOMEN CREATIVE WRITING COMPETITION

Judging Panel Members, 1985

Helen Rudee	Board of Supervisors
Elizabeth Poole	Editor, THE PAPER
Sophia Jensen	Journalist, PRESS DEMOCRAT
Lionne Campbell	Commissioner, Commission on the Status of Women
J.J. Wilson	English Professor, S.S.U.
Musya Sakovich	Librarian, retired
Jeanine Hillman	Sonoma County Board of Education
Michele Porter	Poet, C.S.W.
Lynn S. Morton	Projects Director, Juvenile Delin- quency Prevention Commission
Amparo Novis	Migrant Education
Hillary Bacus	Broadcast journalist, KSRO
Ann Pepper	Journalist, ARGUS COURIER
Marylynne Slayen	Poet, Personnel Analyst, Hewlett Packard
Rick Provenza	Commissioner, J.D.P.C.
Cynthia Grant	Author, children's books
Robert Gillen	Chief Probation Officer, Sonoma County Probation Dept.
Gaye LeBaron	Journalist, PRESS DEMOCRAT
Carl Jensen	Professor, Media Studies, S.S.U.

REAL WOMEN CREATIVE WRITING COMPETITION

JUDGING PROCESS

1. Judges will meet on February 6th to form reading teams. Each team will be composed of three or four persons, depending on the number of entries in each category.
2. Each reading team will determine a time and place when they can meet to read the essays in their category. This can be done immediately following the meeting on February 6th, or some other time before February 13. If there are a large number of essays in your group, you may want to divide them up and each read some, or you can each read them all and compare your scores.
3. Using the rating criteria attached, and the rating scoring sheet, rate each essay you read according to the four criteria, assigning points for each item. Total possible points = 30 for a perfect essay and good choice of topic.
4. Each reading team chooses its top two or three essays (three if there are more than twenty entries in that category). These will be first place, second place, and Honorable Mention. These essays will then be read to the entire judging panel at the meeting on February 13th, for their concurrence.
5. Winning students, their teachers, families and the woman they wrote about (if she is available) will all be invited to the Awards Event to be held on March 3rd, 2:30 pm, at the Luther Burbank Center (Fireside Room). Letters will be sent out immediately after February 13th, notifying students and their teachers.
6. Those judges who can attend the Awards Event will take part in the awards presentations.
7. Each winning student will have an opportunity to read their essay at the Awards Event. Winners will receive ribbons, books on women's history, a Women's History Week notebook and pen, and other items. Winning teachers will receive a WHW '85 poster. Supervisor Helen Rudee will be the keynote speaker for the Award Event, and will assist with the presentations. The event will close with refreshments: cake, fruit punch, and coffee.

REAL WOMEN CREATIVE WRITING COMPETITION

Judges Scoring Sheet

Entry #						
Total Points						
Awareness of woman in society - 10 pts.-						
Effective use of language - 10 pts.-						
Historical value - 5 pts.-						
Mechanics - 5 pts.-						

Judging Criteria

Student's awareness of the woman written about as a person in addition to whatever role she plays in relation to the student. 10 points possible

Effective use of descriptive language in the essay. 10 points possible.

Historical interest of the person chosen for the essay. Does her life impact her community or others around her? 5 points possible.

Mechanics: correct grammar, punctuation, spelling, neat handwriting or typing. 5 points possible.

For Immediate Release

January 10, 1985

For More Information Contact

Bonnie Eisenberg, 527-2161

"Real Women" Creative Writing Competition

Who are female heroines and role models for our children today? This is the question being asked of children in the County's schools this month as the "Real Women" Creative Writing Competition gets underway. Sponsored jointly by the Commission on the Status of Women and the Sonoma County Office of Education, the essay competition is part of the County's celebration of National Women's History Week, March 3-9, 1985.

In participating classrooms, students in grades K-12 will be asked to write a short essay about a woman they know in their family or community. The two best essays in each classroom will then be forwarded to the county-wide judging for final selection of the two or three best in each grade level category. Essays will be judged on the basis of the students understanding of the subject as a person in her social context as well as her relationship to the student. Judges will also be looking for creative writing styles and correct use of grammar and punctuation.

Student winners, the women about whom they wrote, their teachers and families will all be invited to an Awards Presentation Event on March 3rd at the Luther Burbank Center. Prizes and ribbons will be awarded, and the students will have the opportunity to read their award winning essays. The public will also be invited

- MORE -

APPENDIX F. PRESS RELEASE ANNOUNCING COMPETITION

to attend the ceremony.

All classrooms in the county, in both public and private schools, are encouraged to participate in the "Real Women" Creative Writing Competition. Individual entries will also be accepted at the County Office of Education. For more information on the Competition, call the Commission on the Status of Women, 527-2161.

- END -

February 14, 1984

Dear Adele,

On behalf of the Sonoma County Office of Education and the Commission on the Status of Women, it gives me great pleasure to inform you that your entry in the "Real Women" Creative Writing Competition has been selected as the first place winner in your grade category. Congratulations!

Hundreds of essays were written by students at every grade level throughout Sonoma County. Our panel of judges read each essay and chose yours and twelve others at different grade levels to be the competition winners.

We hope that you and your family will be able to attend the Awards Presentation for the "Real Women" Creative Writing Competition on Sunday, March 3. It will be held at the Luther Burbank Center in Santa Rosa at 2:30 pm. We would like to have you read your award-winning essay to the audience, and receive your ribbon and prizes. If possible, we would also like to have the woman about whom you wrote attend the Presentation, as we have a gift for her as well. Please tell your parent(s) about the Awards Presentation and ask her/him to let us know if you will be able to attend, and if the woman about whom you wrote will be able to attend with you. Your teacher also is invited to attend the Awards Presentation. We will serve refreshments at the end of this wonderful event.

Please call, or have your parent call, the Commission on the Status of Women office, 5276-2161, by February 28th to let us know if you will be able to take part in the "Real Women" Creative Writing Competition Awards Presentation. We hope that you will.

Again, congratulations for a job well done!

Sincerely,

Bonnie Eisenberg, Projects Director
Commission on the Status of Women

February 14, 1985

Dear ,

On behalf of the Sonoma County Office of Education and the Commission on the Status of Women, I am happy to inform you that your student(s) listed below have been selected as winners in the "Real Women" Creative Writing Competition:

Adele Davis - First Place - Grades 1-2

Hundreds of essays were written by students at every grade level throughout the County. Our panel of judges read every essay and made the difficult choices for First and Second Place winners in each grade level category. Honorable Mentions were also selected in some cases. We were extremely pleased with the response to this competition, and with the quality of the work we received.

The Awards Presentation for the Winners and Honorable Mentions will take place on Sunday, March 3, 1985, from 2:30 - 4:30 pm at the Luther Burbank Center on Mark West Springs Road, Santa Rosa. We would like to invite you to attend and take part in honoring the work of these fine student writers. At the Awards Presentation, the competition winners will read their essays and receive their awards and prizes. We will also be honoring the women about whom the essays were written, and the teachers for their participation in the project. Refreshments will be served at the close of the program.

All Competition entries will be returned within the next week or so, except for the winning essays, which will be displayed at the County Office of Education and at the Awards Presentation. We will make copies of the winning essays for the students to use at the Awards Presentation and copies will be made available for the teachers ahead of time, if they so request. If you would like copies, please contact Louise Cooley at the Office of Education, 527-2443, for them or for any questions that you may have. All contest entrants will receive a Certificate of Participation for their efforts.

Thank you for your interest in the "Real Women" Creative Writing Competition. If you have any suggestions of ways that might improve this contest next year, we would be pleased if you would contact Louise Cooley after National Women's History Week.

Sincerely,

Bonnie Eisenberg, Projects Director

APPENDIX G.2. LETTER TO TEACHERS OF WINNERS

February 14, 1985

Dear

On behalf of the Commission on the Status of Women and the County Office of Education, it gives me great pleasure to inform you that the student(s) listed below from your school have been chosen as winners in the 1985 "Real Women" Creative Writing Competition:

Adele Davis - First Place -- Grades 1-2

The "Real Women" Creative Writing Competition is sponsored annually by the County Office of Education and this Commission as part of the celebration of National Women's History Week, which was March 3-9 this year. Participation in the competition provides an opportunity for students to look at the lives of women they know, in their own families or in their community, and to understand how the lives of ordinary people are part of the historical period in which they live. The competition also encourages recognition of women who serve as role models for the children who know them.

The presentation of awards for the competition winners will take place on Sunday, March 3, 1985, at the Luther Burbank Center for the Performing Arts on Mark West Springs Road, Santa Rosa. The Awards Presentation will begin at 2:30 and conclude around 4:30 pm.. We have invited the contest winners and their families, the women about whom they wrote, and their teachers to attend this event. We would also like to extend a formal invitation to you, as the principal of your school, to attend the presentation of awards for the "Real Women" Creative Writing Competition, to share the honor with your student(s) and teacher(s) from your school.

We are looking forward to seeing you at the Luther Burbank Center (Fireside Room) on March 3.

Sincerely,

Bonnie Eisenberg, Projects Director
Commission on the Status of Women

February 14, 1984

Dear

Congratulations! As you may know, your friend, Adele Davis, has written an essay about you and entered it in the county-wide "Real Women" Creative Writing Competition. That essay has been selected for honors as part of this county's celebration of National Women's History Week, March 3-9, 1985.

The Awards Presentation will take place on Sunday, March 3rd. We would like to extend a special invitation to you to attend this Presentation, to hear the award-winning essay, and to receive a gift as a token of our appreciation for your providing such an excellent role model for the children who know you.

The Awards Presentation will take place at 2:30 pm at the Luther Burbank Center, Mark West Springs Road, Santa Rosa. County Supervisors Helen Rudee and Helen Putnam will be assisting with the presentation of the awards to the fifteen contest winners. Refreshments will be served to close the program.

On behalf of the Sonoma County Office of Education and this Commission, co-sponsors of the "Real Women" Creative Writing Competition, we sincerely hope that you will be able to attend the Awards Presentation.

Sincerely,

Louise Cooley, Program Manager
Office of Education

Bonnie Eisenberg, Projects
Director, Commission on the
Status of Women

FOR IMMEDIATE RELEASE

February 17, 1985

FOR MORE INFORMATION CONTACT:

Bonnie Eisenberg, 527-2161

"REAL WOMEN" CREATIVE WRITING COMPETITION

The Sonoma County Office of Education and the Commission on the Status of Women are pleased to announce the winners of the 1984 "Real Women Creative Writing Competition. This county-wide competition is sponsored annually by these two offices as part of this county's celebration of National Women's History Week.

Over one hundred finalists from dozens of schools throughout the county were entered in the competition. Entries were judged in seven grade categories from kindergarten through high school. First and Second Place winners were chosen in each category, and, in some cases, Honorable Mention was also awarded.

The theme of the contest, "Real Women," and the judging criteria stress the value of looking at the lives of everyday women who are part of the student's family or community, and seeing how their lives interface with the historical period in which they live, and/or the contributions and involvement of that person in the community around her. Students wrote about their mothers, grandmothers, and other relatives, teachers, doctors, and other adult women with whom they have come into contact. The essays were humorous, exciting, poignant, and -always- very moving.

- MORE -

Contest winners are as follows:

FIRST PLACE

(K) Rosalyn Cole, Forestville
(1-2) Adele Davis, Sebastopol
(3-4) Nathan Lombardi, Healdsburg
(5-6) Melissa Smith, Santa Rosa

(7-8) Susannah Mackintosh, Windsor
(9-10) Charlotte Bule, Sebastopol
(11-12) Dave Crawford, Healdsburg

SECOND PLACE

Tiffany Browning, Santa Rosa
Katie Gardner, Penngrove
Anne Bastian, Windsor
Aimee Rivers, Cotati and
Paula Carpenter, Forestville
Ashley Tietz, Santa Rosa
Tiffany Diggs, Occidental
Valerie Adams, Sonoma

Honorable Mention was also awarded to : Orion Letizi, Healdsburg
(5th-6th grade); Andrea Lombardi, Sebastopol (7th-8th grade); and
Heidi Turer, Santa Rosa (9th-10th grade).

The "Real Women" Creative Writing Competition Awards Presentation
will take place at the Luther Burbank Center at 2:30 pm on
Sunday, March 3. Supervisor Helen Putnam will be assisting with
the presentation of awards and prizes to the contest winners, and
with introduction of the "Real Women" about whom the essays were
written. All of the winning essays will be read aloud by the
student authors.

The public is invited to attend the Awards Presentation. For
more information about the "Real Women" Creative Writing
Competition Awards Presentation or other National Women's History
Week activities, please call the Commission on the Status of
Women, 527-2161.

- end -

ACKNOWLEDGEMENTS

The Commission on the Status of Women and the County Office of Education wish to extend their sincere thanks to the members of the Judging Panel for giving generously of their time to participate in this county-wide program.

Judging Panel

Hillary Bacas, Broadcast Journalist, KSRO Radio
Lionne Campbell, CSW Commissioner, 2nd District
Cynthia Grant, Author of children's books
Bob Gillen, Chief Probation Officer, Sonoma Co.
Jeanine Hillman, SCOE Board of Education
Carl Jensen, Communications Professor, SSU
Sophia Jensen, Feature Editor, Press Democrat
Gaye LeBaron, Columnist, Press Democrat
Lynn S. Morton, Projects Director, JDPC
Amparo Novis, Migrant Education
Ann Pepper, Journalist, Argus Courier
Elizabeth Poole, Publisher, The Paper
Musya Sakovich, Librarian (retired)
Marylynne Slayen, Personnel Rep, Hewlett Packard
J.J. Wilson, English Professor, SSU

SPECIAL THANKS

The County Board of Supervisors have given continued support to National Women's History Week and the C.S.W. Walter Eagan, Superintendent of Schools, has consistently sponsored NWHW programming in the Sonoma County Schools. Louise Cooley and Bonnie Eisenberg have coordinated National Women's History Week programs throughout the County for 1985. Thank you, all!

"REAL WOMEN" CREATIVE WRITING CONTEST

AWARDS PRESENTATION

Sunday, March 3, 1985 2:30 - 4:30 pm

Luther Burbank Center for the Performing Arts
50 Mark West Springs Road, Santa Rosa



Sponsored by

Sonoma County Commission on the Status of Women
and the Sonoma County Office of Education

"REAL WOMEN" CREATIVE WRITING COMPETITION

AWARDS PRESENTATION PROGRAM

WELCOME	Sarah Glade Gurney, Chair Commission on the Status of Women Jeanine Hillman, Board of Education
GUEST SPEAKER	Supervisor Helen Rudee
PRESENTATION OF AWARDS	Supervisor Helen Putnam Superintendent Walter Eagan
ACKNOWLEDGEMENTS	Bonnie Eisenberg, Projects Director, C.S.W.

REFRESHMENTS

The "Real Women" Creative Writing Competition is sponsored by the Sonoma County Office of Education and the Sonoma County Commission on the Status of Women as part of this County's celebration of National Women's History Week, March 3-9, 1985.

The purpose of the essay competition is to encourage students to look at the lives of women they know, either family members or women in their community, and to see the many ways in which they contribute to their community and to the historical period in which they live.

Over a hundred essays were entered in the County-wide final competition from schools throughout the county.

CONTEST WINNERS

First Place

Rosalyn Cole - writing about Miranda Cole (K)
Joan Pasalaqua, Teacher - West Side School
Adele Davis - writing about Ruth Moyer (1-2)
Susan Swartz, Teacher - Ross School,
Nathan Lombardi - writing about Pat Say (3-4)
Joan Pasalaqua, Teacher - West Side School,
Melissa Smith - writing about Vela Raboin (5-6)
Mrs. Mansfield, Teacher - Steele Lane School
Susannah Mackintosh - writing about Marcie
Warden (7-8)
Jill Gover, Teacher - Nonesuch School
Charlotte Bulme - writing about Jill Gover (9-10)
Jill Gover, Teacher - Nonesuch School
Dave Crawford - writing about Alice Smootz (11-12)

Second Place

Tiffany Browning - writing about Rebecca Browning
Barbara Tomin, Teacher - J.X. Wilson (K)
Katie Gardner - writing about Sally Times (1-2)
Alice Mumolo, Teacher - Proctor School
Anne Bastian - writing about Marlene Tarter (3-4)
Ms. Cook, Teacher - Windsor School
Aimee Rivers - writing about Edie Sussman (5-6)
Jeanne Jusaitis, Teacher - Cherry Hill School
Paula Carpenter - Writing about Helen Dempsey
Nancy Jones, Teacher - Forestville School (5-6)
Ashley Tietz - writing about Donna Norquist (7-8)
Ms. Bedford, Teacher - Herbert Slater Jr. High
Tiffany Diggs - writing about Lesly Taboada
Jill Gover, Teacher - Nonesuch School (9-10)
Valerie Adams - writing about Karen Axle (11-12)
Ardy Tibby, Teacher - Sonoma High School

Honorable Mention

Orion Letizi - writing about Gina Husby (5-6)
Jeanne Jusaitis, Teacher - Cherry Hill School
Harvest Echols - writing about Dorothy Echols
Eileen Williams, Teacher - West Side School

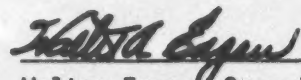
REAL WOMEN
A CREATIVE WRITING COMPETITION

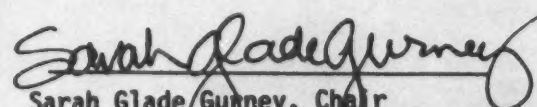
Certificate of Participation

SONOMA COUNTY OFFICE OF EDUCATION
AND THE
SONOMA COUNTY COMMISSION ON THE STATUS OF WOMEN
THANKS

FOR HELPING TO CELEBRATE NATIONAL WOMEN'S HISTORY WEEK, 1984

YOUR HARD WORK IS VERY MUCH APPRECIATED


Walter Eagan, Superintendent
Sonoma County Office of Education


Sarah Glade Gurney, Chair
Commission on the Status of Women

February 23, 1985

Dear

On behalf of the Commission on the Status of Women and the County Office of Education, I would like to thank you for your participation on the Judging Panel for the "Real Women" Creative Writing Competition.

Without volunteer involvement such as you have been willing to give, the programs and activities of this office would be severely limited. We are very proud of the response to this year's "Real Women" competition, and greatly appreciate your willingness to give your time to be a part of the program.

I hope you will be able to attend the Awards Presentation for the competition winners at the Luther Burbank Center in Santa Rosa. The event will be held on Sunday, March 3rd, from 2:30 - 4:30 pm. All of the student authors will read their essays aloud and receive their awards and prizes from Supervisor Helen Putnam. Refreshments will be served at the close of the program.

Thank you again for your participation, which helped make this competition the successful it has been.

We're looking forward to seeing you on March 3rd.

Sincerely,

Bonnie Eisenberg
Projects Director

We invite you to use the logo of the National Women's History Week Project for promoting NWHW activities in your area. The multi-cultural aspect of this logo projects precisely the broad goal of our work. While women as a group have been ignored in the telling of U.S. history, the contributions of racial and ethnic minority women have been almost totally dismissed.

The logo is registered and may only be used exactly as presented. The design may not be altered in any way, nor be used for professional or commercial purposes.

Dates for future years can be stripped in as appropriate, and are provided here for each logo size.



APPENDIX L. LOGOS FOR NATIONAL WOMEN'S HISTORY WEEK,
VARIOUS YEARS

March 2 —
8, 1986
March 8 —
14, 1987
March 6 —
12, 1988
March 5 —
11, 1989
March 4 —
10, 1990



March 2 —
8, 1986
March 8 —
14, 1987
March 6 —
12, 1988
March 5 —
11, 1989
March 4 —
10, 1990



March 2 —
8, 1986
March 8 —
14, 1987
March 6 —
12, 1988
March 5 —
11, 1989
March 4 —
10, 1990